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Original Article

A Comparative Study of Primary School Teachers' Educational Assessment Competencies in Private and Public Schools in Hanoi: Current Status and Influencing Factors

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Abstract: This article examines differences in educational assessment competencies between primary school teachers in public and private schools in Hanoi and identifies factors influencing these competencies. A survey was conducted with 286 teachers from five selected public and private primary schools to assess their educational assessment competencies. The results reveal significant differences in three competency domains: assessment planning, development of assessment tools, and self-directed learning in educational assessment. In contrast, no significant differences were found in assessment implementation, use of assessment results, or feedback practices. In addition, the findings indicate that primary school teachers demonstrate strengths in practices such as observing and assessing students, providing praise and encouragement, and maintaining effective communication to support students' learning progress. The study also identifies several factors influencing teachers' educational assessment competencies, offering implications for the development of professional training programs aimed at improving assessment practices among primary school teachers.

Keywords: Educational assessment capacity, primary school teachers, private school, public school.

1. Introduction

The capacity for educational assessment is crucial for teachers at all educational levels. Assessment plays a fundamental role in the teaching and learning process, serving as a critical step that guides and adjusts instructional strategies, motivates learners, and fosters continuous improvement in students' learning [1, 2]. The educational assessment competencies of teachers is evident in their assessment practices, as the daily evaluation processes within classrooms yield essential insights into students' progress, enabling educators to offer constructive feedback and timely support interventions [3]. Researchers assert that enhancing students' capabilities

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significantly relies on the continuous improvement of teachers' assessment skills [4]. To bolster teachers' assessment capabilities, a quartet of measures has been suggested: i) Revamping teaching methodologies to enhance student learning outcomes while empowering students to recognize their learning objectives and responsibilities; ii) Conducting preliminary assessments of students' knowledge before the commencement of instructional delivery, which informs planning and facilitates tailored support according to students' interests and capabilities; iii) Delivering feedback that extends beyond students' existing knowledge, encouraging deeper thought processes that enhance learning effectiveness; and iv) Establishing explicit assessment criteria for assignments and guiding students in self-assessment activities [5]. Teachers can refine their assessment skills by mastering two fundamental areas: planning and implementation. The planning phase involves establishing short- and long-term objectives, crafting an implementation schedule, determining learning targets for students, specifying lesson requirements, and selecting appropriate assessment methods and resources. The implementation phase consists of adhering to the planned initiatives, fostering collaborative opportunities for students, overseeing the assessment process, and providing required support. This phase also includes the collection and analysis of relevant research, the integration of high-quality teaching and assessment materials, collaborative discussions with peers, and the development and testing of innovative assessment methods that yield improved insights and promote students' learning outcomes [6]. In Vietnam, however, the educational assessment competencies of teachers continue to fall short and have often been overlooked [7]. Many novice teachers grapple with the challenges of constructing assessments that accurately measure student capabilities, commonly lacking familiarity with information collection and the utilization of assessment-related software, such as Quest, Conquest, and Vitesta [8]. Predominantly, assessments in general education settings tend to focus on content mastery aligned with curriculum standards, underscoring the urgent need for comprehensive improvements in teachers' assessment practices.

In 2018, the Ministry of Education and Training issued Circular 32/2018/TT-BGDDT on the General Education Program, which was amended and supplemented in Circular 20/2021/TT-BGDDT in 2021. The general education program has many innovations compared to the previous general education program, including the assessment of students' educational outcomes. The objective of assessing educational outcomes clearly states that assessing educational outcomes is to provide accurate, timely, and valuable information on the level of meeting the requirements of program requirements and student progress to guide learning activities and adjust activities teaching, managing and developing programs, ensuring the progress of each student and improving the quality of education [9, 10]. To achieve this goal, primary school teachers must constantly improve their educational assessment competencies. The Ministry of Education and Training has conducted training for teachers, including training on educational assessment competencies. However, after training, the level of application by teachers in practice still needs to be verified by research. To date, there is a lack of large-scale surveys to assess the current status of teachers' educational assessment competencies, especially primary school teachers in the context of many changes in regulations on primary school student assessment.

The general education system in Vietnam is currently quite diverse, in addition to public schools, private schools are increasingly developing. In Hanoi, with the rapid population growth, the number of students going to school is increasing, creating pressure on the public education system. The development of private schools both ensures the need for educational diversification and helps reduce pressure on

public schools. As the economy grows, the demand for children to study at private schools increases. Private schools with modern facilities and equipment, advanced and internationally integrated curriculum, good teaching staff,... are the choice of many well-off families in Hanoi. With the advantages of facilities, training programs and higher tuition fees than public schools, is the quality of teaching and learning at private schools higher than that of public schools? This is an issue of concern to many educators and society. However, to date, there have been very few studies on the quality of education, including the quality of the teaching staff between these two groups of schools. In this article, we compare the educational assessment competencies of teachers between the two groups of public and private primary schools, and point out the factors that affect this capacity.

2. Literature Review

The investigation into teaching competence among teachers in public and private schools has garnered considerable attention from educators. Glenn R. Andrin et al., (2017), in their study on preschool teachers in both public and private institutions, found that although teachers in both settings had received adequate training aligned with the national curriculum for teacher education, their teaching competence remained at an average to slightly above average level. These educators had not yet attained expert status in the field of early childhood education. The study also reported no significant differences in job performance between public and private preschool teachers. However, survey data revealed that public preschool teachers tended to have longer tenure and more extensive professional experience than their counterparts in private schools [11].

Within the domain of teaching competence, assessment literacy is regarded as an essential component of instructional practice. According to Bennett (2011), formative assessment competence-or developmental assessment-is a necessary skill for teachers across all educational levels. Formative assessment involves the use of evidence to promote learners' progress through the examination of such evidence in both formal and informal assessment cycles. This type of assessment is termed "developmental" because it fosters student learning by providing constructive feedback. At the heart of formative assessment are feedback and improvement throughout the instructional process. The strength of developmental assessment lies in the provision of timely and appropriate feedback to students. Teachers gather assessment data throughout classroom activities. In the context of formative assessment, teachers need to help learners identify appropriate learning goals and support them in systematically working toward achieving those goals. Teachers value students' progress and permit adjustments to learning objectives when necessary [12-14].

To compare the educational assessment competence of primary school teachers in public and private institutions, Anila et al. (2022) conducted a study involving 400 primary school teachers. Their research focused specifically on formative assessment competence, examining three core components: i) learning goals in formative assessment; ii) continuous assessment practices; and iii) feedback and guidance for student improvement. The findings indicated that public school teachers demonstrated higher levels of formative assessment competence compared to their private school counterparts ($M = 3.981$ vs. $M = 3.501$ on a five-point Likert scale). More specifically, although private school teachers scored slightly higher than public school teachers in the domain of learning goals, the difference was marginal and not statistically significant. However, in the areas of continuous assessment practices and feedback and guidance, significant differences were found, with public school teachers outperforming those in private schools. Public school teachers more frequently analyzed assessment results, adapted their instructional methods accordingly, and provided constructive and motivational feedback to support student learning [15].

According to the 1997 report by the National Center for Education Statistics (NCES) in the United States, elementary school teachers in both public and private institutions employed similar instructional strategies. However, private school teachers were assessed to have a greater capacity for professional learning and development. Although salaries and benefits for private school teachers were generally lower than those of their public school counterparts, their level of commitment to their institutions was found to be higher. Private school teachers were granted greater autonomy in classroom management, and their attitudes toward underperforming students were considered more positive. Moreover, the overall school climate in private institutions was perceived to be safer and more conducive to learning, with teacher–student interactions described as more open and supportive than those in public schools [16].

In Vietnam, comparative studies on the educational assessment competence of primary school teachers in public and private settings remain scarce. To date, there has been a lack of large-scale and reliable research addressing this issue. Consequently, this area warrants greater attention from educational administrators and primary schools shortly, as it holds the potential to enhance not only teachers' assessment competence, but also their overall teaching effectiveness and, ultimately, the quality of education provided by the schools.

3. Methodology and Survey Description

3.1. Research Sampling

The survey sample consisted of primary school teachers from five schools located in five different areas of Hanoi. A total of 292 questionnaires were distributed and all were returned. Among these, 286 responses were valid for analysis,. Among the five primary schools, there were three public schools with 128 teachers participating in the survey, accounting for 44.8%, and two private primary schools with 158 teachers, accounting for 55.2%.

3.2. Methodology

In this study, the following research methods were employed:

Social survey method: Data were collected through a questionnaire distributed directly to participants.

Data analysis method: Incomplete or missing responses were excluded from the dataset. The collected data were processed using SPSS version 26.0. Cronbach's alpha coefficient was utilized to assess the reliability and validity of the measurement scales. Descriptive statistics were applied to calculate mean scores and standard deviations, and ANOVA tests were conducted to examine statistically significant differences.

3.3. Survey Description

Drawing from both domestic and international studies on educational assessment, as well as the regulations issued by the Ministry of Education and Training of Vietnam concerning primary school student assessments, the author developed a measurement instrument for assessing teachers' competencies in educational assessment. The survey instrument designed to evaluate primary school teachers' educational assessment competency consists of 123 items, categorized into six component competencies, as follows:

Competency in assessment planning (22 items): This dimension evaluates the extent to which teachers define assessment objectives, types, involved stakeholders, content, data collection tools, methods, and timelines.

Competency in developing assessment tools (22 items): This dimension measures the teacher's ability to select appropriate types of tools, construct assessment matrices, and design and develop assessment instruments.

Competency in implementing assessment activities (22 items): This focuses on teachers'

execution of information collection according to the planned schedule, data processing, grading of tests and assignments, and administering different types of assessments to students.

Competency in using assessment results (22 items): This assesses the extent to which teachers interpret test and exam results, identify students' strengths and weaknesses, consider students' progress for adjusting teaching and learning activities, self-assess their teaching effectiveness, and use assessment results appropriately.

Competency in providing feedback on assessment results (15 items): This measures the teacher's ability to deliver assessment-related feedback, ensure the scientific and legal integrity of reported information, and demonstrate accountability for assessment outcomes.

Competency in self-study and research on educational assessment (20 items): This evaluates the degree to which teachers engage in self-study and exploration of assessment theories, stay updated on innovations in educational assessment, and conduct relevant scientific research within the scope of teaching and learning.

A five-point Likert scale was employed for all 123 items, with the following rating options: 1 = Not yet implemented; 2 = Rarely implemented; 3 = Occasionally implemented; 4 = Frequently and competently implemented; 5 = Very frequently and proficiently implemented.

In addition to the 123 core items, supplementary questions were included to collect demographi

c and background information about the teachers, such as educational qualifications, years of teaching experience, participation in professional training courses, and family economic status.

3.4. Assessment of Questionnaire Reliability

To evaluate the reliability of the educational assessment competency questionnaire, we used the Alpha correlation model (Cronbach's Coefficient alpha). The analysis results showed that the reliability of the questionnaire calculated by Cronbach's Alpha coefficient on a sample of 286 teachers was high, the entire questionnaire reached 0.984, and the component competencies reached from 0.892 - 0.954 (Table 1).

Table 1. Cronbach's Alpha coefficient of the educational assessment scale

No.	Scale	Cronbach Alpha coefficient
1	Assessment planning capacity	0.943
2	Capacity to build assessment tools	0.953
3	Capacity to implement assessment	0.917
4	Ability to use assessment results	0.954
5	Ability to give feedbacks on assessment results	0.952
6	Self-study and research capacity on educational assessment	0.892
7	Assessment capacity	0.984

4. Results and Discussions

4.1. General Description of the Respondents

The survey sample included 286 teachers from 05 primary schools in 05 areas of Hanoi city.In the 05 primary schools, there were 03 public schools with 128 teachers participating in the survey, accounting for 44.8% and 02 private primary schools with 158 teachers participating in the survey, accounting for 55.2%.

Table 2. Profile of the Respondents

Profile Description	Number
3 public schools	128 44.8%
02 private schools	158 55.2%

4.2 Comparing educational assessment competencies of primary school teachers between public and private schools

Comparison of average scores of primary school teachers ' educational assessment competence between public and private schools

To find out whether there is a difference in the level of implementation of educational assessment competencies of primary school teachers between public and private schools, the author used T-test analysis, the analysis results are presented in Table 3.

Table 3. Comparison of average scores on educational assessment competence of primary school teachers between public and private schools

School type	Sample (N)	Average score	Standard deviation	Difference Degree (Sig)
Public	128	422.41	58.43	0.068
Private	158	478.16	49.67	

The results of the T-test analysis, comparing the average score of educational assessment competencies of primary school teachers in public and private schools , showed that although the private school group had a higher average score than the public school group, there was no significant difference in educational assessment competencies between these two groups of schools (Sig = 0.068) (Table 3).

To clarify whether each component competency of primary school teachers' educational assessment competency has a difference between public and private school groups, the author continues to use T-test analysis to verify, the analysis results are presented in Table 4.

The results of the T-test analysis in Table 4 show that, among the 6 component competencies, there are 3 competencies that have differences between public and private schools, including: assessment planning competency (Sig 0.045), assessment tool development competency (Sig 0.002) and self-study and self-research educational assessment competency (Sig 0.028); there are 3 component competencies that do not have significant differences between the public and private school groups, including: assessment implementation competency (Sig 0.108), Using assessment results (Sig 0.365) and assessment feedback competency (Sig 0.218). Among the 6 competence component, using assessment results has the highest average score, the lowest is self-study and research on education.

Table 4. Comparison of average scores of components in educational assessment competencies of primary school teachers between public and private schools.

No.	Capacity Component	School type	Sample (N)	Average score	Standard deviation	Difference Degree (Sig)
1	Assessment planning	Public	128	75.60	11.34	0.045
		Private	158	84.11	9.84	
2	Building an assessment tool	Public	128	70.17	13.08	0.002
		Private	158	82.68	10.37	
3	Implement the assessment	Public	128	77.14	10.83	0.108
		Private	158	87.53	9.40	
4	Using assessment results	Public	128	81.77	11.80	0.365
		Private	158	90.29	10.23	
5	Feedback on assessment results	Public	128	60.98	8.80	0.218
		Private	158	71.05	7.44	
6	Self-study and research on education	Public	128	56.73	11.98	0.028
		Private	158	62.47	10.64	

Comparison of average scores of primary school teachers ' educational assessment competencies by school

With the aim of finding out whether there is a difference in the average score of primary school teachers' educational assessment ability between schools, the author uses ANOVA test. The results are shown in Table 5 below.

The results in Table 5 show that the private school group has a higher average score for educational assessment competencies than the public school group. Among the 5 primary schools with surveyed teachers, primary school 5 (in the private school group) has the highest average score (477.80 points), primary school 3 (in the public school group) has the lowest average score (414.57 points). This difference shows that the educational assessment competencies of primary school teachers in the private school group is higher than that of the public school group.

Table 5. Comparison of average scores on educational assessment competence of primary school teachers by school

School Type	School	Sample (N)	Average score	Standard deviation	Difference Degree (Sig)
Public	Primary 1	41	422.63	55.57	0.001
	Primary 2	33	434.96	60.27	
	Primary 3	54	414.57	59.12	

School Type	School	Sample (N)	Average score	Standard deviation	Difference Degree (Sig)
Private	Primary 4	77	477.61	49.88	
	Primary 5	81	477.80	50.10	

Comparison of average scores of primary school teachers' educational assessment competence according to questions

With the aim of finding the best and weakest expressions (questions) of primary teachers in the capacity of educational assessment , we analyzed the current status of average scores and standard deviations of questions in each component capacity. The results of the current status analysis are the basis for proposing groups of solutions to improve the capacity of educational assessment for primary teachers. Table 6 shows the 10 questions with the highest average scores and the 10 questions with the lowest average scores between the two groups of public and private schools.

Table 6. Comparison of the 10 questions with the highest and lowest average scores in the educational assessment competencies of primary school teachers between public and private schools

No.	Public school		Private school		Public school		Private school	
	Question	Highest average score	Question	Highest average score A	Question	Highest average score	Question	Highest average score
1	N82	4.16	N70	4.53	N118	2.48	N118	3.27
2	N70	4.05	N57	4.45	N117	2.57	N120	3.28
3	N101	4.05	N69	4.42	N123	2.66	N117	3.29
4	N56	4.02	N82	4.42	N112	2.74	N123	3.32
5	N57	3.98	N101	4.39	N120	2.82	N112	3.36
6	N86	3.98	N56	4.36	N116	2.85	N109	3.42
7	N69	3.97	N89	4.36	N44	2.86	N113	3.43
8	N68	3.95	N68	4.34	N37	2.88	N84	3.46
9	N100	3.94	N62	4.30	N121	2.91	N116	3.47
10	N89	3.92	N100	4.30	N84	2.92	N31	3.47

Table 6 shows that there is a basic similarity in the questions that primary school teachers self-assess themselves best (with the highest average score) and the questions that primary school teachers do not perform well (with the lowest average score) in educational assessment competencies between the two groups of public and private schools. However, the order and average scores of the questions are different, the average score of teachers in the private school group is higher than that of the public school group. The content of the questions is shown in Table 6 and Table 8 below.

Regarding the best self-assessment of teachers, the average score of the public school teachers group was from 3.98 to 4.16 points, the private school teachers group had a higher score, from 4.39 to 4.53 points. Teachers from both groups of schools performed well in questions 82, 70, 101, 56, 57, 68, 89, 100.

These questions mainly belong to 3 component competencies: implementing assessment, using assessment results and responding to assessment results, such as: *Recording assessment results in a summary table, commenting on students' report cards according to regulations (Using assessment results); Praise, encourage and motivate each student through assessment results (Using assessment results); Ensure responsibility for assessment results recorded in student report cards and assessment summary tables (Assessment results feedback); Observe and evaluate students' level of participation in lesson preparation and understanding in class (declaration of assessment implementation); Give positive feedback when students do a good job. (Implementation of assessment)* (Table 7).

Table 7. Comparison of the 10 best questions (performances) in the educational assessment competencies of primary school teachers between public and private school groups

No.	Public school		Private school	
	Question	Highest average score	Question	Highest average score
1	Record the assessment results in the summary table, comments on the student's report card according to regulations.	4.16	Praise, encourage and motivate each student through assessment results.	4.53
2	Praise, encourage and motivate each student through assessment results.	4.05	Give positive feedback when students do a good job.	4.45
3	Ensure responsibility for assessment results recorded in student report cards and student assessment results summary tables.	4.05	Explain students' questions and concerns with a respectful and gentle attitude.	4.42
4	Observe and evaluate students' level of participation in lesson preparation and understanding in class.	4.02	Record the assessment results in the summary table, comments on the student's report card according to regulations.	4.42
5	Give positive feedback when students do a good job.	3.98	Ensure responsibility for assessment results recorded in student report cards and student assessment results summary tables.	4.39
6	Be aware of the consequences of actions that violate regulations on student assessment.	3.98	Observe and evaluate students ' level of participation in lesson preparation and understanding in class.	4.36
7	Explain students' questions and concerns with a respectful and gentle attitude.	3.97	Provide timely feedback on learning and training results to students.	4.36

8	Listen to students' feedback on learning and training results with objectivity and a receptive attitude.	3.95	Listen to students' feedback on learning and training results with objectivity and a receptive attitude.	4.34
9	Communicate openly, honestly and constructively about student assessment results to support and promote each student's progress.	3.94	Ensure fairness and objectivity in the evaluation process and synthesis of evaluation results.	4.30
10	Provide timely feedback on learning and training results to students.	3.92	Communicate openly, honestly and constructively about student assessment results to support and promote each student's progress.	4.30

Regarding the manifestations of teachers' self-assessment of poor performance (weakest), the average score of the public school group was only 2.48-2.82 points, the private school group had a higher score, reaching 3.27-3.36 points; teachers of both groups of schools did not perform well in questions: 118, 117, 123, 112, 120, 116. These questions are all part of the Self-study and research competency on educational assessment, such as: *Organizing and implementing research to ensure scientific requirements; Design survey tools for research problems (topics); Propose specific and feasible solutions to innovate primary school student assessment; Propose specific and feasible solutions to innovate primary school student assessment; Process collected information with appropriate software* (Table 8).

In addition to the questions on the self-study and research competencies on educational assessment, there are also some questions on the competencies on building assessment tools (questions 31, 37, 44) and using assessment results (question 84). Teachers from both groups of schools also self-assessed that they did not perform well. The specific content includes: *Building a content matrix (core knowledge and skills according to subject program standards) with cognitive levels that need to be assessed; Designing observation forms to collect information for the purpose of assessing students' abilities and qualities; Knowing how to edit assessment tools after testing, to perfect the tools; Proposing solutions on innovating assessment of learning outcomes and training for students with schools.*

Table 8. The Weakest Indicators in Educational Assessment Competency among Primary School Teachers

No.	Public Schools	Average Score	Private Schools	Average Score
1	Organizing and conducting research in accordance with scientific requirements (rigor, reliability, etc.)	2.48	Organizing and conducting research in accordance with scientific requirements (rigor, reliability, etc.)	3.27
2	Designing appropriate survey tools for the research topic/problem	2.57	Processing collected data using appropriate software	3.28
3	Proposing specific and feasible solutions to innovate student assessment in primary schools	2.66	Designing appropriate survey tools for the research topic/problem	3.29

No.	Public Schools	Average Score	Private Schools	Average Score
4	Exploring and updating global trends in educational assessment	2.74	Proposing specific and feasible solutions to innovate student assessment in primary schools	3.32
5	Processing collected data using appropriate software	2.82	Exploring and updating global trends in educational assessment	3.36
6	Clearly identifying research questions	2.85	Proposing innovations in student assessment within subject teaching teams	3.42
7	Knowing how to revise assessment tools after pilot testing to improve their quality	2.86	Identifying strengths and weaknesses of global educational assessment trends	3.43
8	Designing observation checklists to collect information for assessing students' competencies and qualities	2.88	Proposing solutions to reform the assessment of students' learning outcomes and personal development in collaboration with the school	3.46
9	Ensuring that research results have practical value	2.91	Clearly identifying research questions	3.47
10	Proposing solutions to reform the assessment of students' learning outcomes and personal development in collaboration with the school	2.92	Constructing a content matrix (core knowledge and skills aligned with curriculum standards) with corresponding cognitive levels for assessment	3.47

4.3. Factors Affecting Educational Assessment Competencies of Primary School Teachers

To determine the factors affecting the level of implementation of educational assessment competencies of primary school teachers in two groups of public and private schools, the author used ANOVA test, shown in the analysis below.

Factors of teacher's position and tasks.

ANOVA analysis results in Table 9 shows that the group of teachers who are professional group leaders have an average score of significantly higher than the group of teachers who are homeroom teachers and the group of teachers. The results also show that the factors of position and task have a significant influence on the ability to demonstrate educational assessment competencies of primary school teachers (Sig = 0.007).

Training and capacity building factors

ANOVA analysis results in Table 10 show that the majority of primary school teachers have participated in training and development on educational assessment (268/286 people). The average score of educational assessment competencies of teachers who have participated in training is significantly higher than that of teachers who have not participated in training and there is a significant difference. (Sig = 0.050). This shows that the training and development factor has significantly affected the level of implementation of educational assessment competencies of primary school teachers.

Table 9. Average scores of educational assessment competencies of primary school teachers according to the position and duties of the teacher

No.	Job position	Sample (N)	Educational assessment capacity		
			Average score	Standard deviation	Difference Degree (Sig)
1	Head of academic team	25	471.40	46.31	0.007
2	Teachers	75	442.65	68.39	
3	Homeroom teachers	186	454.63	51.13	

Table 10. Average scores of educational assessment competencies of primary school teachers according to training courses

No.	Training/development	Sample (N)	Educational assessment capacity		
			Average score	Standard deviation	Difference Degree (Sig)
1	Trained and educated	268	454.72	58.90	0.050
2	Not trained	18	426.77	76.72	

Teaching experience factor

Does the teaching seniority factor (number of years of teaching experience) affect the level of performance of primary school teachers in educational assessment? The results of ANOVA analysis are shown in Table 11.

The analysis results in Table 11 show that the average score of the group of teachers with 16-20 years of teaching experience is the highest (465.08 points), the lowest is the group of teachers with 1-5 years of teaching experience (445.55 points). In this study, the teaching experience factor has not been found to have a significant impact on the ability to demonstrate the educational assessment competencies of primary school teachers (Sig = 0.327). Further studies need to verify this result.

Table 11. Average score of primary school teachers' educational assessment competencies by years of teaching

No.	Number of teaching years	Sample (N)	Educational assessment capacity		
			Average score	Standard deviation	Difference Degree (Sig)
1	From 1-5 years	61	445.55	66.21	0.327
2	From 6-10 years	68	449.86	56.97	
3	11-15 years	43	444.65	47.70	
4	16-20 years	49	465.08	60.95	
5	21 years and older	65	459.50	64.75	

Training level factor

With the aim of finding out whether the training level factor affects the level of performance of primary school teachers' educational assessment competencies, the author compared the average score of primary school teachers' educational assessment competencies by training level, presented in Table 12 below.

The ANOVA analysis results in Table 12 show that the training level factor has a significant impact on the ability to demonstrate educational assessment competencies of primary school teachers, in which the average score of the group of teachers with a university degree in pedagogy is the highest (456.91 points), the lowest is teachers with an intermediate degree (351.33 points).

Table 12. Average competency scores of educational assessment of primary school teachers by training level

No.	Education level	Sample (N)	Competency Educational Assessment		
			Average score	Standard deviation	Difference Degree (Sig)
1	Vocational School	03	351.33	45.21	0.004
2	College	61	451.85	57.79	
3	University	207	456.91	58.90	
4	Master	15	423.20	72.19	

Family economic factors.

Economic factors are important to every individual. Some studies have shown that economic factors affect the attitude and commitment of employees to their work. In this study, we want to find out whether the family economic factor affects the level of performance of primary school teachers in educational evaluation. The answer is presented in Table 13 below.

The ANOVA analysis results in Table 13 show that family economic factors have a significant impact on the ability to demonstrate educational assessment competencies of primary school teachers, in which the average score of the group of teachers with good economic conditions is the highest (465.41 points), the lowest is the group of teachers with difficult economic conditions (411.05 points). It seems that teachers who do not have to worry about family economic conditions are able to focus on student assessment activities better than teachers who have to worry about family economic conditions.

Table 13. Average competency scores of educational assessment of primary school teachers according to family economic conditions

No.	Family economic conditions	Sample (N)	Competency Educational Assessment		
			Average score	Standard deviation	Difference Degree (Sig)
1	Lower class income	36	411.05	60.22	0.001
2	Middle class income	238	458.67	57.68	
3	Upper class income	12	465.41	68.24	

5. Conclusion

Overall, the educational assessment competencies of primary school teachers in Hanoi is rated at 3.65 out of 5, indicating a fairly regular level of implementation. Teachers in private schools generally exhibit a higher capacity for educational assessment than their public school counterparts, although the difference is not significant. Among the six component capacities assessed, there are notable differences between public and private school teachers in three areas: assessment planning, assessment tool development, and self-study/research on educational assessment. In contrast, no significant differences were found in the capacities of assessment implementation, use of assessment results, and feedback on assessment results. Primary school teachers excel most in utilizing assessment results, while their weakest area is self-study and research related to educational assessment. The effective application of primary school teachers is primarily linked to their ability to implement existing regulations and results. However, when it comes to areas that require self-study, independent research, or using software to identify limitations and propose solutions, most teachers tend to engage only minimally or not at all. Therefore, to enhance the educational capacity of primary school teachers, it is essential to provide targeted professional development programs focusing on self-directed learning and research skills. Schools and educational authorities should organize regular workshops and training courses on scientific research methods and reflective teaching practices. Encouraging collaboration among teachers through peer learning communities can also foster a culture of continuous improvement and inquiry. Moreover, creating incentives for teachers to engage in research projects can motivate them to integrate research into their teaching practice. The research also indicates that factors such as position, responsibilities, training, and educational background significantly influence the demonstration of educational assessment competencies among primary school teachers. However, this study found that teaching experience does not significantly affect the level of educational assessment competencies demonstrated by these teachers. Future research should explore effective models of professional development that specifically enhance teachers' self-directed learning and research skills. It would also be valuable to investigate how school leadership and institutional support influence teachers' engagement in educational assessment and scientific inquiry.

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